

LOOKING FOR A SPECIFIC TOPIC?

2010 (1) **action** (9) adult themes (1)
adventure (13) animal (1) apocalyptic (2)
 Australian (1) battles (1) best_reads (1) betrayal (2)
 Catran (1) **competition** (10)
contemporary (5) crime (2) cultural (2)
drama (7) **dystopian** (7) eastern (1) European
 (1) family (4) **fantasy** (13) fate (1) football
 (1) french (1) friendship (2) Gee (2) general (1)
historical (8) horror (1) Indian (1) JK Rowling (1) King
 Arthur (1) Library Week (1) Literature Week (2) Lloyd
 Jones (1) Maori (1) metafiction (1) modernhistory (2)
morality (4) mystery (1) **NZ** (10) **NZ book**
month (3) Papua New Guinea (1) philosophy (1) Potter (1)
 prison (1) racism (1) Reeve (1) **relationships** (4) Roman
 (1) romance (2) Russian (1) **sc-fi** (3) **science fiction**
 (4) **series** (3) shakespeare (2) **spiritual** (3)
supernatural (4) **survival** (8) swedish (1) tapu (1)
 teen pregnancy (1) **teenagers** (8) **thriller** (8)
 timetravel (1) trilogy (1) tunnels (1) **vampire** (5)
 violence (2) war (1) women_writers (1) writing (1) **WW2**
 (3)

Subject: English

Level(s): 4 – 5

Junior (Year 9)

Duration: 6-8 Weeks

Title:

“Perception”

Author: Delilah Edmonds

Introduction

This unit gives students an opportunity to consider what helps shape a society, its diversity and equity. It develops key competencies of thinking and relating to others by exploring how students perceive themselves and those around them. Considering differences in others, stereotypes, labels and how meaning can change. The literature focus will be song lyrics as a form of poetry, where students submit a poem anthology, a piece of persuasive letter writing and/or static image.

Values highlighted in this unit

- Excellence – aiming high, persevering ☐
- Innovation, enquiry and curiosity ☐
- Diversity – culture, language, heritage ☒
- Respect – for themselves and others ☒
- Equity – fairness and social justice ☒
- Community and participation for the common good ☐
- Care for the environment ☐
- Integrity – accountability, honesty, acting ethically ☐

How students will be encouraged to develop the selected values during the unit

- The main values within this unit are:
- Diversity – Students will submit a piece of persuasive writing that explores the advantages and disadvantages of having cultural differences.
 - Respect – Share with peers an analysis of poetic language features with their meaning and effect and/or an anthology of lyrics that explore cultures and ways of communicating.
 - Equity – Students will complete a static image about a current issue.

Key competencies highlighted in this unit

- Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage ☐
- Relating to others – listen actively, recognise different points of view, negotiate, share ideas. ☒
- Participating and contributing – balancing rights, roles and responsibilities, and responding appropriately as a group member. ☐
- Thinking - using creative, critical, meta-cognitive and reflective processes, drawing on personal knowledge and intuitions. ☒
- Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people's understanding. ☒

How students will be encouraged to develop the selected competencies during the unit

1. Relating to Others – During both the interview and persuasive writing students will be asked to consider the views of others.
2. Thinking - Critical and creative thinking will be evident as students explore poems for meaning and effect and share their analysis or anthology.
3. Using Language – Occurs as students recognise, analyse and interpret the meaning and effect of poetic language combined with a persuasive discussion about differences.

ACHIEVEMENT OBJECTIVES

Making meaning

Creating meaning

Listening <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Viewing <input type="checkbox"/>		Speaking <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Presenting <input type="checkbox"/>	
Processes and strategies <input checked="" type="checkbox"/> <i>Recognises, understands and considers the connections between oral, written, and visual language.</i>		Processes and strategies <input checked="" type="checkbox"/> <i>Is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence.</i>	
Purposes and audiences <input checked="" type="checkbox"/> <i>Recognises, understands and considers how texts are constructed for a range of purposes, audiences, and situations.</i>		Purposes and audiences <input checked="" type="checkbox"/> <i>Constructs a range of texts that demonstrate an understanding of purpose and audience through deliberate choice of content, language, and text form.</i>	
Ideas <input checked="" type="checkbox"/> <i>Makes connections <u>by exploring ideas</u> within and between texts from a range of contexts.</i>		Ideas <input type="checkbox"/>	
Language features <input checked="" type="checkbox"/> <i>Identifies oral, written, and visual features <u>and understands</u> their effects.</i>		Language features <input checked="" type="checkbox"/> <i>Uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with increasing accuracy.</i>	
Structure <input type="checkbox"/>		Structure <input type="checkbox"/>	
LEARNING OUTCOMES Students will ...		HOW STUDENTS WILL LEARN How students will achieve outcomes	
Explore self perception and what it means, including talents, strengths and weaknesses.		<ul style="list-style-type: none">Visit an art gallery to learn about visual aspects to remember when creating a static image.Create perception of self A3 poster that includes a silhouette, personality test, intelligence test and description of enjoyments/talents.Role play “what not to do” using typical job interview scenarios as a way of illustrating how our body language communicates non-verbally to others.Write a persuasive letter that explores some advantages and disadvantages of being different or the same as others.Collate an anthology of poems with a perception theme and analyse the language features of at least one to discuss its effects.Create a static image in the form of a poster, collage or photograph that celebrates differences.Watch the movie The Blind Side identifying perception themes to inform persuasive writing and and/or static image.	
Learn how body language communicates subconsciously to others and can be perceived in different ways.			
Explore similarities and differences that exist in people and what some of the advantages and disadvantages are.			
Identify and discuss stereotypes and cultural labels.			
Identify figures of speech in poetry and/or lyrics then describe their effect(s) with possible themes.			
Learn how visual language features can create meaning.			
Learn parts of a sentence and how to form one correctly.			
KEY VOCABULARY			
Visual Elements – size, colour, layout, shape; Dictionary, Thesaurus, Library, alphabet, vocab, morphology, paragraphs; punctuation; Poetic language devices – sound, imagery, rhythm; Abstract vs Concrete; Figurative language features – simile, metaphor, personification, assonance, onomatopoeia, alliteration; Sentences – simple, compound, complex, clause; Parts of a sentence – adjective, adverbs, Propositions, Interjections, Conjunctions, Participles;			
ASSESSMENT			
Diagnostic <i>What do they know? What can they do?</i>	Formative <i>Individual and group feedback & feedforward - What are they learning? What do they need to learn?</i>	Summative <i>What have they learned? Can the students explain <u>how</u> they learned it? (Opportunities for metacognition and student evaluation of activities.)</i>	
<ul style="list-style-type: none">BrainstormingSelf assessment	<ul style="list-style-type: none">Reflective responsesHomework	<ul style="list-style-type: none">Static ImagePersuasive Letter	

	<div>completion</div> <ul style="list-style-type: none">Monitoring	<ul style="list-style-type: none">Poem Anthology + Analysis
Te Kotahitanga:		
Unit Review:		